

## **FUTURE CHANGES TO ASSESSMENT, QUALIFICATIONS & PERFORMANCE TABLES**

### **Primary**

1. In July 2013 the DfE opened a consultation on proposals to assessment in the primary phase. The key phrase used in the consultation, and the theme underlying the proposed changes, is that primary education needs to be focused on ensuring that pupils are 'secondary ready', meaning that they are as prepared as can be for a smooth transition to secondary school. In summary, the proposed changes are as follows, and would constitute a very significant change for primary schools.
2. Teacher assessment and reporting to parents.
  - National Curriculum levels will be removed and not replaced.
  - Schools will be able to introduce their own approaches to formative assessment, to assess pupils in relation to the new national curriculum programmes of study.
  - Teachers will need to continue to track pupils' progress and provide regular information to parents. How they do so will be for schools to decide, suited to the curriculum they teach.
  - A single system for ongoing assessment and reporting will not be prescribed. The Government and others (including teaching schools) will however be providing model approaches within the parameters of five core principles that it expects such systems to adopt.
3. National Curriculum tests
  - Statutory National Curriculum tests at key stages 1 and 2 will continue (including the Year 1 Phonics Screening Check). The first tests based on the new National Curriculum will take place in summer 2016. At Key Stage 1, there would be return to publishing test results, rather than teacher assessment (as is presently the case). It is also proposed that these test outcomes would be published nationally (which is presently not the case).
  - The new National Curriculum tests will be more demanding, with a higher and more ambitious expected standard. This will ensure that pupils who clear the bar are genuinely ready to succeed in secondary education.
  - Key Stage 2 test results will be reported using a scaled score, and compare pupils against the national cohort by decile.
  - Pupil progress will be measured in terms of how each pupil performs at Key Stage 2 compared to pupils with similar prior attainment.
4. Baseline measures
  - In order to measure pupil progress it is proposed to either retain a baseline at the end of Key Stage 1 using end of Key Stage 1 National Curriculum tests, or to introduce a simple baseline check at the start of reception (making the EYFS Profile non-statutory).
5. Accountability
  - The DfE's floor standards will focus on threshold attainment measures and value-added progress measures.
  - Ofsted will focus their inspections more closely on schools just above floor standards, and inspect schools with good performance on these measures less frequently.
  - The key threshold attainment measure will be set at a higher level (85% of their pupils to reach the secondary ready standard – it is currently 60% and will rise to 65% in 2014).